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ABSTRACT

Indiana vocational home economics teachers were sent 58-item questionnaires designed to determine reasons for their dissatisfaction with their jobs. These teachers had been identified in an earlier study as being dissatisfied with their jobs. Respondents numbered 367 (80 percent); 56 added notes explaining their feelings. Computer forms were electronically read and analyzed statistically using chi square for determining differences and Pearson Product Moment for relationships. Significant correlations were found for 27 test items, most on factors relating to administration. Differences were found for 10 factors with most in the administration category. Teachers with occupational assignments seemed to be least dissatisfied; teachers with assignments for both vocational and nonvocational classes seemed most dissatisfied. Dissatisfaction prevailed for both assignment and category. Results implied that home economics teacher educators need to emphasize teachers' multiple roles and opportunities to create a more positive attitude. (The narrative portion is followed by a chart of results of the statistical analyses and a copy of the questionnaire.) (YLB)

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Dissatisfaction Factors of Indiana Home Economics Teachers

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Dissatisfaction Factors of Indiana Home Economics Teachers

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With dissatisfaction of Indiana vocational home economics teachers having been established at the 97 percent level in an earlier study, a census was taken to determine correlates and differences according to selected variables, including assignment. This descriptive survey helped increase understanding of factors related to dissatisfaction. It can help teacher educators and state state staff implement corrective actions before the attitudes of the teachers result in fewer students enrolling in or selecting careers related to home economics. It was hypothesized that teachers would differ in satisfaction toward administration, faculty, school, students, and general environment by assignment with variations in consumer and homemaking (C&H) classes only, occupational classes only, both C&H and occupational classes, both vocational and nonvocational C&H and but not occupational and both with occupational. Significant relationships of factors and assignment were hypothesized.

With an 80 % response for a single mailing, 56 of the 370 (267 usable) respondents wrote comments to further explain feelings. Pearson Product Moment determined correlations and Chi Square differentiated between each of 58 items and type of assignment. Significant correlations were found for 27 test items, most on factors relating to administration which received the most favorable responses even though negative. Differences were found for ten factors with most in the administration category.

Teachers with occupational assignments seemed to be least dissatisfied. Teachers with assignments for vocational and nonvocational classes seemed most dissatisfied. Dissatisfaction prevailed for both assignment and category.

Results imply that home economics teacher educators need to emphasize teaching's multiple roles and opportunities so that a more positive attitude is created. Since the earlier study indicated that teachers were very involved with professional development activities, inservice activities might target assistance in relation to assignments; these might include "sharing" sessions where teachers with similar assignments can assist each other. Administrators should provide assistance through teachers' aides or preparation time for more complex assignments.

A negative attitude toward one's profession guarantees its demise. Without corrective action, home economics in Indiana faces grave danger.

Purpose

To determine why Indiana vocational home economics teachers were dissatisfied with their jobs.

Procedures

As a followup to a study two months earlier in which it was revealed that Indiana vocational home economics were dissatisfied with their jobs, all of these teachers were mailed 58 item questionnaires which were designed to determine the reasons for the dissatisfaction in relation to teaching assignment, including

1. vocational consumer & homemaking (C&H) classes only
2. vocational occupational classes only
3. both vocational C&H and occupational classes
4. vocational & nonvocational classes but not occupational
5. vocational & nonvocational classes including occupational

Respondents numbered 367 (80%) on a single mailing with 56 adding notes explaining their feelings; although responses were anonymous, many signed their notes. Three respondents wrote that they were very satisfied, but unfortunately did not complete the questionnaire.

Computer forms were electronically read and statistically analyzed using Chi Square [X^2] for determining differences and Pearson Product Moment for relationships.

Results

Significance levels/ Pearson product moment analyzed relationships ; Chi Square, differences.

Dependent Variables	*r* *p* =	X^2 *p* =
Administrators:		
Show little interest in my classroom activities	.047	
Make it difficult for me to attend professional meetings on school days	.032	
Expect too much work	.000	.025
Show favoritism to academic teachers & coaches	.002	
Care more about meeting legal requirements than students' needs	.000	
Delay special assignments 'til too late to do a good job	.008	
Try to relocate equipment bought with vocational funds	.049	
Don't do enough to provide teaching resources	.021	
Don't involve me on decision-making committees	.000	.015
Frustrate me in handling funds	.001	.000
Don't cooperate in scheduling classes	.019	
Are not interested in faculty welfare	.002	.009
Work against teachers	.004	
Restrict offering necessary courses for vocational education program	.000	.019
Have too much power at state level	.017	
Other Faculty		
Think I am only baby-sitting students	.028	
Discourage more able students from taking home economics		.054
School		
Paperwork is overwhelming	.016	
Teaching load has too many preparations		.006
Helping students with personal problems is emotionally tiring	.040	
Insufficient time to do all that I am expected to do		.000
Work leaves little time for friends, family & other interests	.000	.008
The constant pressure of being riffed makes me nervous	.002	
Students		
Academic diploma makes it hard for the college bound to take my courses	.019	
Discipline problems interfere with teaching	.018	
General Environment		
Public does not respect what I teach	.021	
Parents do not support teachers	.015	
Grievance procedures are too hostile to use	.028	
Negotiating team does not represent my interests	.000	.032
Per hour, my salary is too low for what I invested in my education	.017	
Most parents expect little more than babysitting from teachers	.053	

General Statistics:

N = 367 usuable responses

C&H teachers = 248 (67%)
Occupational teachers = 21 (5.7%)
} Both C&H and Occupational = 16 (4.3%)

Vocational & Non-vocational, no occuaptional = 74 (20%)
Vocational & Non-vocational, some occupational = 8 (2.2%)

Range for dissatisfaction scores = 1 - 5 (4) with low scores indicating dissatisfaction

Mean = 1.8	Median = 1	Mode = 1
Variance = 1.7	Standard Diviation = 1.3	Standard Error = .068

Job Dissatisfaction Analysis: Since causes of dissatisfaction are being measured, statements are expressed negatively. Disagreeing with a negative statement indicates a positive opinion about the situation. For example, in number one, if you darken #5 (strongly disagree), you are actually saying that administrators show much interest in what you teach.

1	2	3	4	5
Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**

ADMINISTRATION

9. Administrators show little interest in my classroom activities.
10. Administrators make it difficult for me to attend professional meetings held on school days.
11. Administrators expect too much work from me.
12. Administrators show favoritism toward teachers of "academic"subjects or athletics.
13. Administrators care more about meeting legal requirements than meeting student's needs.
14. Administrators do not assure that I am included in planning IEP's for Special Ed. students.
15. Administrators put special assignments off until it is too late to do a good job with them.
16. Administrators try to relocate equipment purchased with vocational funds.
17. Administrators do not do enough to provide resources needed for teaching.
18. Administrators do not supplement vocational education funds adequately for the purchase of equipment and supplies.
19. Administrators do not involve me on decision-making committees as much as I would like.
20. Administrators frustrate me with the way they handle vocational education funds.
21. Administrators do not cooperate in scheduling my classesas I need them scheduled.
22. Administrators are not interested in faculty welfare.
23. Administrators should handle salary concerns more efficiently and effectively.
25. Administrators seem to be working against teachers rather than with us.
26. Administrators make it difficult or impossible for me to offer the courses necessary for meeting minimum vocational requirements.
27. State home economics administrators have too much power.

1	2	3	4	5
Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**

FACULTY

28. Other faculty do not understand what we teach in home economics.
29. Other faculty discourage the more able students from taking home economics.
30. Other faculty seem to think I am there to *serve* them and frequently *dump on me.*
31. Other faculty expect me to be the school *hostess.*
32. Other faculty do not show respect for what I teach.
33. Most other faculty do not seem to work as hard as I do.
34. Other teachers act as if they think I am only "baby-sitting" students.
35. Other faculty seem to think that what I teach is not important.
36. There seems to be a constant fight to protect our "turf" from other educators.
37. Non-vocationally certified junior high/middle school teachers of home economics courses are often unprepared.

SCHOOL

38. The paperwork is overwhelming.
39. FHA/HERO activities take too much class time.
40. Other "extra curricular" activities are too much to be expected to undertake on top of teaching.
41. My teaching load has too many preparations.
42. Helping students with personal problems is emotionally tiring.
43. There is insufficient time to do all that I am expected to do.
44. My work leaves little time or energy for family, friends, or other interests.
45. The constant pressure of being "riffed" makes me nervous.

STUDENTS

46. I am frustrated at the general academic abilities of my students.
47. The academic diploma makes it very difficult for college bound students to take home economics.
48. Most of my students are lazy.
49. My students are extremely difficult to motivate.
50. I feel students take my class hoping for an easy grade.
51. Most of my students are not motivated to learn.
52. Discipline problems are so frustrating that it is hard to find time to teach.
53. Mainstreaming special education students lowers t standards for the whole class.

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1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

GENERAL ENVIRONMENT

54. The public does not seem to respect what I teach.
55. The public seems to think that they know almost as much as I do about teaching home economics.
56. The public doesn't really know what we teach in home economics.
57. Parents dc not support teachers.
58. Parents do not encourage their children to be good students.
59. I feel unprepared to respond to requests to lobby legislative bodies for educational support.
60. Grievance procedures are so hostile as to discourage their use.
61. Our negotiating teams do not represent my interests well.
62. My salary, calculated on an hourly basis (including work away from or after school) is too low for what I have invested in my education.
63. Salary, calculated on a per hour basis. . . is too low for my responsibilities.
64. Most parents expect little more than baby-sitting from teachers.
65. Parents expect teachers to create miracles.
66. I am bothered more by a combination of several factors than by 1 or 2 major ones.

Thank you for your participation and assistance. If there are other factors which you feel might be responsible for dissatisfaction but are not covered in this survey or any explanatory comments, please jot them on a piece of paper (unsigned) and include them with your answer sheet. Do not write them on the answer sheet since it will prevent the machine reading process.

Please return **only the answer sheet and any comments** in the enclosed addressed envelop or send to:

Dr. Jeanette Miller
Dept. of Home Economics
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Muncie, IN 47306

Respondent Information: To help identify why Indiana vocational home economics teachers are not satisfied with their jobs, please use a NO.2 pencil to darken the space that corresponds to the best answer for you.

1. What is your teaching assignment?
   A. Vocational consumer & homemaking classes only
   B. Vocational occupational classes only
   C. Both vocational consumer & homemaking and occupational classes
   D. Both vocational and non-vocational classes (but not occupational)
   E. Both vocational and non-vocational classes including occupational

2. What is the number of different courses that you taught this academic year?
   A. 5 or fewer B. 6
   C. 7 D. 8 E. More than 8

3. In what size community is your school located?
   A. 10,000 or under B. 10,001 to 20,000
   C. 20,001 to 50,000 D. 50,001 to 100,000 E. More than 100,000

4. In what type of school do you teach?
   A. Comprehensive school with academic & vocational education serving 1 community
   B. Consolidated comprehensive school serving several communities
   C. Vocational school which serves all or part of one community only
   D. Consolidated area vocational school which serves several communities
   E. Other

4. What is the approximate enrollment in your school?
   A. Less than 500 B. 501 to 800

5. Counting yourself, how many home ec. teachers are in your department?
   A. One B. Two
   C. Three D. Four E. More than four

6. Which administrator works with you most closely?
   A. The principal B. The superintendent or asst. superintendent
   C. The vice-principal D. The city supervisor E. The area vocational director

7. Which administrator exercises the most control over you?
   A. The principal B. The superintendent or asst. superintendent
   C. The vice-principal D. The city supervisor E. The area vocational director

8. What is your age?
   A. Below 26 B. 26 to 30
   C. 31 to 40 D. 41 to 50 E. Above 50

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